DOCUMENT RESUME

ED 375 904 JC 940 621

TITLE	Guidelines for Educational Guarantees.
INSTITUTION	Illinois Community Coll. Board, Springfield.
PUB DATE	Oct 94
NOTE	17p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Accountability; *College Transfer Students; *Community Colleges; Higher Education; *Outcomes of Education; Program Implementation; State Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS	*Educational Guarantees; *Illinois Community College System

ABSTRACT

In 1992, the Illinois Community College Board forged new ground in accountability for higher education by adopting a plan for the implementation of educational guarantees. Guarantees demonstrate the community colleges' dedication to providing exemplary programs and service. Guarantees ensure that graduates of community college technical programs have the skills needed in today's labor market. If a graduate does not obtain needed skills, he/she may re-enroll in appropriate courses at no charge. Guarantees ensure that the community college baccalaureate transfer students can transfer all their courses to their chosen four-year institution. If a course cannot be transferred, the community college will refund the corresponding tuition. In implementing guarantees, a college should: (1) convene an appropriate group to develop guarantees; (2) identify programs to be guaranteed; (3) define what the college is guaranteeing to transfer and occupational students, and make necessary changes to articulation agreements or curricula; (4) define who is covered by the guarantee; (5) define what the compensation to the student is; (6) delineate how internal procedures will be established or refined to implement the guarantee; and (7) define how the guarantee may be called and how it will be honored. Additionally, the following principles apply to all aspects of educational guarantees: guarantees need to link appropriate services and process into a comprehensive quality assurance process; guarantees should open doors for students; guarantees should be readily understandable by businesses and students; and quarantees should reflect a partnership among students, employers, universities, and the community colleges. Policy guidelines are provided for each step. (KP)

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GUIDELINES FOR EDUCATIONAL GUARANTEES

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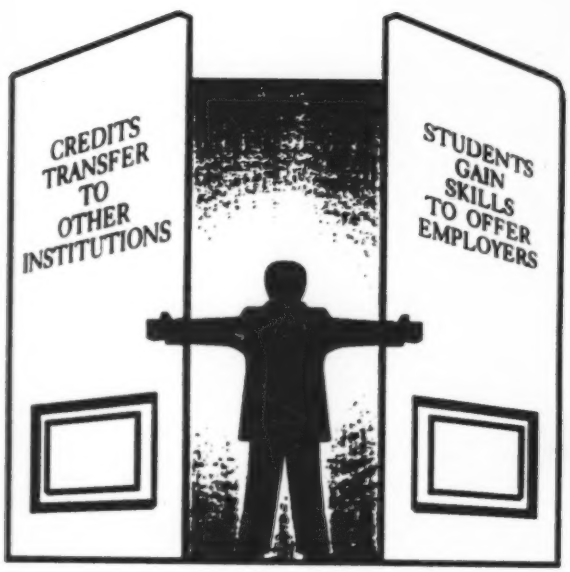

EDUCATIONAL GUARANTEES OPEN DOORS

Illinois Community College Board
October 1994

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Guidelines for Educational Guarantees

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Printed by Authority of the State of Illinois

Illinois Community College Board

GUIDELINES FOR EDUCATIONAL GUARANTEES

The Illinois Community College Board (ICCB) forged new ground in accountability for higher education when it adopted its "Plan for the Implementation of Educational Guarantees" in early 1992. Following the ICCB's plan, Illinois community colleges developed and pilot tested guarantees for two years under provisional guidelines and moved into statewide implementation in mid-1994. These "Guidelines for Educational Guarantees" were developed based on the pilot testing and corresponding provisional guidelines; research on existing guarantees throughout the nation; and substantial input from the pilot-test colleges, the ad hoc educational guarantee advisory committee, and the ICCB Program Advisory Committee. Community colleges are encouraged to use these guidelines as a tool to develop, implement, and refine educational guarantees throughout the state.

WHAT ARE EDUCATIONAL GUARANTEES?

Guarantees demonstrate the community colleges' dedication to providing exemplary programs and services and reflect their pride, confidence, and accountability in education and workforce preparation. Guarantees send a powerful message that community colleges are highly effective and accountable because:

- *Guarantees ensure that graduates of community colleges' technical programs have the skills needed in today's labor market, guaranteed. If a graduate did not obtain these needed skills, he or she may re-enroll in appropriate courses at no charge. Students can be confident that they will obtain these skills at community colleges. Businesses can be confident that hiring community college graduates will benefit them in quality and productivity.*

- *Guarantees ensure that community college baccalaureate/transfer students can transfer all of their courses to their chosen four-year college or university as planned, guaranteed. If courses selected with the assistance of the community college do not transfer, the community college will refund the corresponding tuition. Transfer students can be confident that they can obtain a quality education at their local community college that fully transfers to complete their education.*

Guarantees also reflect a partnership between the community college and the students, universities, and employers. Each party has responsibilities to fulfill so that students who are successful in completing their instruction have, indeed, obtained the skills and courses they need.

WHY IMPLEMENT EDUCATIONAL GUARANTEES?

The Illinois community college system is implementing educational guarantees as a measure of its accountability, because guarantees demonstrate that:

- community colleges stand behind their students.
- community college occupational programs provide the skills they are designed to teach.
- community colleges have good evaluation processes to ensure that students who successfully complete occupational programs acquire the essential competencies.
- community college transfer courses are well articulated with universities and do, indeed, transfer.
- community colleges are responsive and accountable.
- community colleges have pride and confidence in their faculty and staff.
- community colleges open doors for students because they ensure that students have obtained the skills and courses they need.

The bottom line is that guarantees create a win-win situation, benefiting the student, employer, and college.

GUIDELINES FOR IMPLEMENTING EDUCATIONAL GUARANTEES

The following guidelines address the key steps involved in establishing guarantees and what guarantees should cover. Recommended terms of guarantees are noted in the shaded boxes. Please note that the steps outlined below are not entirely sequential, but rather are interrelated.

1. **Convene appropriate group to develop guarantees:** To implement guarantees, the college needs to convene an appropriate group. It is suggested that guarantees be developed using a participatory process. A college may prefer to conduct its initial planning with a small group or a largely representative group; however, the college will need to involve a variety of people eventually, including administrators, faculty, trustees, students, employers, secondary school and university representatives, and other pertinent community representatives.

   Discussion with all parties should ensure that they help shape and understand guarantees, regarding what precisely the college is guaranteeing; for example, competencies contained in program competency lists, under what circumstances the guarantee may be called, and what retraining/compensation the college would provide.

2. **Identify programs to be guaranteed**: Community colleges should plan for educational guarantees to apply to their entire curriculum of baccalaureate/transfer and occupational programs. Some colleges may prefer to adopt broad guarantees covering all programs, while others may prefer to guarantee a few individual programs initially and expand the guarantees to additional programs over time. Colleges wishing to phase in implementation of guarantees are encouraged to establish a specific timetable; for example, dedicating one year to implementing guarantees for all programs. If colleges anticipate that program improvements would be needed prior to implementing educational guarantees, the college might wish to use the program review process to evaluate, make any needed improvements to, and guarantee programs over the five-year program review cycle. As colleges develop new programs, they should do so with the intention of covering them with a guarantee. Some colleges also might wish to extend the guarantee to other programs of the college, such as customized training for business and industry.

3. **Define what the college is guaranteeing:** The college will need to delineate precisely what it is guaranteeing; for example:

   Baccalaureate/transfer programs: When a college guarantees its baccalaureate/transfer programs (associate in arts, associate in science, associate in fine arts, and associate in engineering science degrees), it is guaranteeing that appropriately selected transfer courses will, indeed, transfer or the student is entitled to compensation. More specifically, if a student selects courses with appropriate academic advisement or by following college transfer guides, those courses will transfer to the institution indicated by the college or the student should receive a tuition refund. Guarantees should be adequately discussed with students and university representatives so that they understand what the guarantee covers.

   Colleges are encouraged to guarantee the transferability of all courses used to satisfy baccalaureate/transfer program graduation requirements, as all of these courses must be articulated in accordance with ICCB rules. This would include primarily the traditional transfer courses coded with a 1.1 program classification system (PCS) code, but also would include occupational (PCS 1.2) courses that are used to meet graduation requirements in transfer programs. This also would include courses delivered via telecommunications and regional consortia. This enables all students who take transfer courses to be covered by the guarantee, whether they transfer before or after completing a baccalaureate/transfer degree.

   In addition to guaranteeing the transferability of individual courses, colleges may wish to guarantee baccalaureate/transfer programs in their entirety. All community colleges have their Associate in Arts and Associate in Science degrees articulated with public universities in Illinois to ensure that graduates will have all of their general education requirements satisfied upon transfer to the university. In addition, many community colleges have developed articulation agreements for specific programs of study (such as engineering, accounting, and business) with specific universities. Guarantees for transfer programs need to specify the program, the nature of the guarantee, and the specific baccalaureate degrees and universities for which the program is guaranteed.

As part of a statewide articulation initiative of the Illinois Board of Higher Education, community colleges and universities have developed a common general education core that will transfer to all public institutions in the state. A similar process will identify lower-division major field courses that will transfer to all colleges and universities in Illinois. This will significantly reduce the burden of course articulation and facilitate student transfer. It does not appear that this would impact terms of baccalaureate/transfer guarantees, but it would reduce the effort needed to articulate courses.

By guaranteeing transferability of appropriately selected transfer courses, the college is providing an important assurance to students that their courses will, indeed, transfer. In addition, since articulation of courses for transfer is based on similarity of content, competencies, and rigor, students also are assured that they are obtaining needed skills to pursue their baccalaureate education.

Occupational programs: When the college guarantees occupational programs, it is guaranteeing that graduates obtain the skills the program is designed to teach, including academic skills, technical skills, and workplace competencies. Therefore, the college will need to identify competencies to be obtained in the program; for example, through a clear catalog description, an outcome or competency list for each program, competency-based course outlines, competency testing, or other means to clarify what the college is guaranteeing that the student will know or be able to do after successfully completing the program. Guarantees should be discussed with students and employers so that they understand what outcomes or competencies are being guaranteed.

Colleges also should ensure that the competencies in the program that the college is guaranteeing are the appropriate competencies needed by employers. Discussion with employers should ensure that guarantees are responsive to their needs and that guaranteed programs provide appropriate skills. This can be achieved through discussions between colleges and employers during guarantee development and program planning and review, as well as through the use of recognized occupational skill standards.

When colleges ensure that their programs contain appropriate competencies to meet employers' needs, guarantees that students have the competencies the program is designed to teach in effect also guarantee that their programs are providing appropriate occupational or entry-level skills. Consequently, some colleges may choose to use wording in their guarantee that guarantees that graduates have appropriate entry-level skills, rather than guarantee that they have the competencies the program is designed to teach. This approach avoids the necessity of specifying competencies to be obtained by students. While this approach does expand the college's liability to honor guarantees even when the skills in question were not part of the program, it has the advantage of demonstrating greater responsiveness to employers by ensuring them that the colleges' programs provide appropriate skills to meet their needs.

Guarantees should provide an assurance to graduates that they are prepared to pass licensure exams or be eligible to receive appropriate retraining/services if they are unable to do so within a reasonable number of attempts (e.g., two or three). If guarantees ensure that programs adequately prepare graduates to enter an occupation and licensure is required for entry, then they also should ensure that the program provides appropriate skills and knowledge to pass a licensure exam.

Programs with low passage rates might need to be strengthened in content or use more stringent standards for completion. Colleges might wish to make available refresher courses or test preparation courses that students would take prior to calling the guarantee. In addition, colleges may wish to provide tutoring or counseling to students to help them address specific needs, be it tackling test-anxiety or providing focused study opportunities. These approaches could be especially desirable in programs with limited enrollments, so that a returning student would not bump a current student from a course. Colleges often provide such assistance to students to help them pass licensure exams when they experience difficulty. While colleges cannot guarantee that the graduate will ultimately pass the exam, they can provide a quality program to prepare students as well as provide further assistance when needed.

Colleges also need to be aware that catalog descriptions can be construed as an implied contract and, therefore, should be extremely clear as to what students can expect to learn. Consequently, guarantees that clearly delineate what is covered should not be a liability, but rather may actually be a clarification or protection. The college is advised to obtain legal advice on the wording of educational guarantees.

Policy Guidelines:

Guarantees should ensure that community college transfer students can transfer all of their credits selected with guidance from the community college or be eligible to receive a refund or other appropriate compensation from the community college.

Guarantees should ensure that graduates of community college technical programs obtain the skills the program is designed to teach or be eligible to receive appropriate retraining/services.

Guarantees should ensure that programs provide appropriate skills.

Guarantees should provide an assurance to graduates that they are prepared to pass licensure exams or be eligible to receive appropriate retraining/services if they are unable to do so within a reasonable number of attempts.

4. **Define who is covered by the guarantee:**

Baccalaureate/transfer programs: The college will need to define who is covered by the transfer guarantee. It is recommended that all students who take transfer courses be covered by the guarantee in accordance with the above guidelines. The guarantee should not be limited to baccalaureate/transfer program graduates or to full-time students. If a student takes a transfer course and it does not transfer to the chosen institution despite information from the college indicating it would, the student should be entitled to compensation. If a college implements a guarantee of transfer programs in their entirety; e.g., for program graduates, it is recommended that this be in addition to guaranteeing transferability of individual courses for all students and that these graduates be entitled to additional protection under the guarantee. For example, as discussed above, these graduates could be assured that their university general education requirements would be met by completing the community college associate degree. In limited cases, there may need to be time limitations set to coincide with the time period for which certain courses are articulated. The college also should cover students who transfer to out-of-state institutions when articulation agreements exist with those institutions.

In defining who is covered by the guarantee, the college also will need to delineate responsibilities of the student. For example, the student may simply be responsible for selecting appropriate courses following information provided by the college or may be required to obtain counselor approval prior to enrollment. The student also may be required to enter into a "contract" with the college that specifies appropriate courses. Students should be fully informed of any responsibilities they may have to be covered by the guarantee, whether it is selecting courses appropriately from transfer guides, obtaining counselor/advisor assistance to select courses prior to enrolling, or entering into a "contract."

Occupational programs: Colleges will need to determine which occupational students are covered by the guarantee. It is recommended that all certificate and degree completers be covered by the guarantee. To cover all graduates, strict time limitations and discrimination against part-time students or students who transfer in courses should be avoided. If a college awards a certificate or degree to a student who has transferred in courses from another institution, the fact that the college awarded the certificate or degree indicates that the college found those courses acceptable and that these courses should, therefore, be covered under the guarantee. Likewise, if a college grants a certificate or degree to a student who has taken several years to complete a program, that student should be covered by the guarantee since the certificate or degree indicates that the college found the student as meeting competency requirements in that program of study. In other words, guarantees should cover the skills of all graduates without exception, since any time a college grants a certificate or degree to a student, it should constitute a certification or credentialing of the skills the program is designed to teach.

All graduates should be covered regardless of their employment status; for example, whether a student is working full- or part-time or if a student is employed in or out of Illinois. The recommended limitations are that the student is guaranteed for a specified period of time after graduation, preferably two years, regardless of when he/she became employed. Another limitation is that graduates are guaranteed to possess skills their program of study is designed to teach, not all skills desired of a given employer.

The bottom line is that both transfer and occupational guarantees should not be overly restrictive and filled with fine print so that they cover only a portion of students. Unless guarantees broadly cover students and programs, they lose impact and meaning.

Policy Guidelines:

Guarantees should cover all occupational program graduates and all students completing transfer courses at the community college.

5. **Define what the compensation to the student is:** Guarantees should ensure that the problem for which the guarantee is called is addressed appropriately so that compensation matches the need. Language in the guarantee should carefully delineate what compensation may be expected and that the college's legal liability is to provide only that compensation.

Baccalaureate/transfer programs: The recommended compensation to the student is reimbursement of tuition and fees for courses that do not transfer. Refunds should apply to all courses that did not transfer in accordance with the terms of the transfer guarantee. For guarantees that cover all students whether or not they completed their baccalaureate/transfer degree, this would cover all courses as specified in the college's transfer guide or as identified by the student's advisor. For guarantees that cover baccalaureate/transfer programs in their entirety, this also could cover graduates' transfer courses that did not transfer as a major or field elective if so specified under the guarantee. There should be no limitation to the number of courses for which the student may be compensated. The college will need to decide if the refund will be for tuition and fees actually paid by the student or the current tuition and fees charged.

The Illinois Student Assistance Commission recommends that students receiving financial aid be treated similarly to nonfinancial aid students. While nonfinancial aid students should be given a refund, financial aid students could have their loan indebtedness reduced or their Pell credited. This is important particularly when students have access

to limited financial aid. For example, since students receiving Pell grants are eligible for a specific dollar amount, their Pell account should be credited if they took a guaranteed course that did not transfer as they will need to use additional Pell funds to repeat that course.

Occupational programs: Typically, re-enrolling the student in courses would be the appropriate compensation. Students also may wish to take advantage of tutoring or counseling. The college may wish to set a limit to the number of credit hours that may be retaken; the recommended limit is 12 credit hours. Colleges also may wish to provide additional training and services beyond the 12 credit hours; for example, by setting a higher limit or by offering instruction or counseling tailored specifically to the students' needs.

Policy Guidelines:

Guarantees of transfer courses should refund student's tuition and fees or credit their financial aid for courses that do not transfer and that were selected with assistance of the community college.

Guarantees of occupational programs should enable the student to re-enroll in up to 12 credit hours of instruction.

6. **Delineate how internal procedures will be established or refined to implement the guarantee:** There are three interrelated aspects of this, including the need for:

- adequate internal procedures so that the college can guarantee its programs;
- appropriate procedures to ensure the college can honor the guarantee when it is called; and
- a mechanism to ensure that appropriate corrective action is taken, including correction of institutional or systemic problems that may have contributed to the guarantee being called.

This will enable guarantees to demonstrate the effectiveness and accountability of community colleges as an integral part of a comprehensive quality assurance process within the college.

Baccalaureate/transfer programs: The college will need to ensure that its internal procedures enable the college to inform the student in an accurate and timely fashion which courses transfer to which four-year institutions. The college will need to rely on its existing articulation procedures (enhancing them if needed) to ensure that students have easy access to accurate information on what courses transfer where; for example, through transfer guides and computerized transfer information. In addition, the college should require students to meet with a counselor or academic advisor to approve appropriate courses or use a "contract" for the student that identifies the transfer institution and appropriate courses. If the students are required to take certain steps, such as signing a "contract" to initiate the guarantee or obtaining advisement, this must be clearly communicated to the students.

Internal procedures also need to ensure that transfer problems are corrected. This would include working with the transfer institution to attempt to rectify transfer problems immediately in response to a student's claim. It also would include solving any systemic or institutional problems in the transfer process, such as by rearticulating courses on a more frequent basis, expanding course articulation to include additional four-year institutions, and improving access to accurate articulation information. Internal procedures also will need to be established to track guarantees called; to ensure that steps to honor the guarantee were completed; and to record pertinent information such as the number of courses, credit hours, and refunds. Colleges typically keep such records either in students' files and/or in the office responsible for handling calls to guarantees.

The bottom line is that a student should be able to find out where courses will transfer and should be compensated if the course does not transfer to where the college guarantees it will.

Occupational programs: The college will need to ensure that it has a process in place to identify competencies within its programs. This should include defining competencies when the program is first developed, when course outlines are developed or updated, and when the program is undergoing program review. This also should ensure that employers are involved in the identification of competencies or outcomes on a regular basis, beginning with program development and including program review.

Internal procedures also need to ensure that competency problems are corrected. This would include ensuring that appropriate corrective action is provided to the student as noted above. Further, the college will need to determine if there was some institutional or systemic problem that might need to be corrected; for example, if the course content or standards need to be revised. The college needs to be sure that the correction is appropriate to the problem. This is important particularly so that the college does not solve a problem of lack of competency among its graduates by increasing admission standards to the program, when instead it would generally be more appropriate to focus on program content and completion requirements. While admission standards might,

indeed, need to be increased, care should be taken so that they are not increased beyond what is appropriate for success in the program and occupation, resulting in denying access to students who might otherwise be able to benefit from the program.

Internal procedures to track guarantees called should be designed to ensure that steps to honor the guarantee were completed and that pertinent information is recorded about the number and nature of the calls and compensation provided.

7. **Define how the guarantee may be called and how it will be honored:**

Baccalaureate/transfer programs: Colleges will need to specify the process a student must follow to call the guarantee. For example, it is recommended that the student call the guarantee within a specified time period after transfer and that the guarantee be applicable only to courses the college indicated were transferable to that transfer institution. The student should be required to submit a written request to a designated individual/office at the college with appropriate documentation. The college then should provide the student with compensation within a reasonable time period, such as 60 days, if the transfer problem cannot be rectified. The process also will need to specify any time limitation to the guarantee, preferably an extended period limited only when necessary by previously negotiated articulation agreements.

Occupational programs: Graduates, jointly with employers, should be able to call a guarantee. Appropriate staff from the college, such as faculty, administrators, and advisors, should work with the graduate and the employer to identify appropriate courses in which the graduate could re-enroll or other appropriate training services. The college will need to designate an individual/office at the college for the student to contact. The college also will need to clarify the time limit for the guarantee, preferably two years from the date of graduation.

When a guarantee is called, the college is advised to honor the guarantee graciously to show that it stands behind its graduates. Procedures to honor guarantees should include checking to see if the student is eligible and that all requirements have been met to avoid unfounded claims. However, community colleges may encounter instances when they are not technically obligated to honor the guarantee, but determine that it is in everyone's best interest to do so. For example, an employer and employee may call the guarantee for inadequate skills, when the college can document that the graduate tested at an adequate competency level. However, the college may wish to allow the graduate to re-enroll to further enhance skills to ensure satisfaction of the graduate and the employer.

Policy Guidelines:

Guarantees should clearly delineate how the guarantee may be called and steps the community college will follow to honor the guarantee.

Transfer course guarantees should refund students' tuition within 60 days, if transfer problems cannot be rectified.

Employers and graduates should be able to call occupational program guarantees jointly within two years of graduation when the employee has not obtained skills specifically guaranteed in the program, enabling the graduate to re-enroll in appropriate courses at no charge.

Summary: While the above guidelines apply primarily to the corresponding step or aspect of guarantees, the college is advised to keep in mind that all aspects are interrelated. Additionally, the following principles apply to all aspects of educational guarantees:

- **Guarantees, in order to demonstrate the overall effectiveness and accountability of community colleges, need to link appropriate services and processes within the college into a comprehensive quality assurance process to continuously improve instruction and services for students.** Consequently, guarantees should be part of a cyclical process of participatory development, providing instruction, honoring guarantees called, correcting problems, and improving instruction and services.

- **Educational guarantees should open doors for students.** Consequently, guarantees should be planned with accountability and service to the student in mind.

- **Guarantees should be simple and readily understandable by businesses and students.** Guarantees should clearly and briefly state what the college is guaranteeing and how the college will honor the guarantee. The college may need to supplement that information with a detailed procedural manual for internal use.

- **Educational guarantees should reflect a partnership among community college students, employers, universities, and the community college.** Each party has responsibilities to fulfill so that students who are successful in completing their instruction have, indeed, obtained the skills and courses they need.

- **Guarantees should be implemented carefully and thoughtfully.** Colleges should consider the issues and needs carefully and progress at an appropriate pace to address these issues. Establishing guarantees is not a race to the finish line, but a process to help achieve quality. Programs should not be guaranteed prematurely, but rather when the college can ensure that it can effectively implement the guarantee; for example, by meeting these guarantee guidelines and principles.

MODEL FOR BACCALAUREATE/TRANSFER PROGRAM GUARANTEE

Guarantee:

_____ Community College, as an assurance that students can obtain a quality education at their local community college that fully transfers to complete their baccalaureate education, guarantees that students can transfer their courses to colleges or universities. If a course that is selected with the consent of a counselor or academic advisor to transfer to a given college or university is taken and successfully completed and is not accepted for transfer, _____ Community College will refund tuition and fees for said course or appropriately credit financial aid.

Notification and Conditions:

This policy shall take effect _____.

To call the guarantee, the student must submit a letter to the ____(specify appropriate college official)___ showing evidence of acceptance at and enrollment in the transfer institution and stating which credits did not transfer along with a letter from the transfer institution stating why the course(s) did not transfer. If the college verifies that the courses should have transferred according to Course Equivalency Guides in effect at the time the course was taken and when the transfer was attempted, and if the college is unable to rectify the problem with the transfer institution, the student's tuition and fees paid for the course will be refunded or their financial aid credited, at the discretion of the college.

The college will maintain up-to-date transfer information on file in the counseling/advising center, transfer center, and learning resource center and will provide academic advising and counseling to aid students in course selection. It is the responsibility of the students to avail themselves of these services to select courses articulated for transfer to their chosen four-year institution. Students should be aware that since baccalaureate degree completion requirements change over time, transfer agreements may expire and/or students may be expected to complete additional coursework by the transfer institution.

The limits of the college's liability is to compensation stated herein.

MODEL FOR OCCUPATIONAL PROGRAM GUARANTEE

Guarantee:

_____ Community College, as a demonstration of its dedication to providing exemplary programs and services and as a reflection of its pride, confidence, and accountability in education and workforce preparation, hereby guarantees that all graduates of its occupational programs have obtained the academic and technical skills that the program is designed to teach as outlined in the college's program competency lists. Graduates who, jointly with their employers, determine they are lacking in the academic or technical skills contained in the program and graduates who have been unable to pass required licensure exams shall be permitted to enroll in a maximum of 12 credit hours of appropriate existing instruction and access tutoring, customized instruction at the discretion of the college, and advising free of tuition and fees.

Notification and Conditions:

This policy shall take effect _____.

To call the guarantee, the graduate shall provide a letter to the ___(specify appropriate college official)___ with needed documentation. The graduate must be employed in a position directly related to the program of study and must submit a letter, jointly signed by the employer, within two years of program completion certifying that the graduate is lacking entry-level skills guaranteed in the program. Upon the college's verification of eligibility under the guarantee, the college will work with the graduate and, if appropriate, the employer to determine the most appropriate courses that should be retaken or other training and services to be provided at the discretion of the college. The training must be completed within two calendar years of calling the guarantee.

In the case of licensure, the student must attempt to pass the licensure exam at least twice within one year of graduation and submit documentation from the licensing entity of the unsuccessful attempts at passing the licensure exam. If refresher or test preparation courses are available at the college or through a cooperative agreement with another college, the student also must pass those courses prior to calling the guarantee. This guarantee entitles the graduate a maximum of 12 credit hours of instruction regardless of the number of times the test is taken. This guarantee does not guarantee that the graduate will meet other noneducational licensure requirements.

The limits of the college's liability is to compensation stated herein.

GUIDELINES FOR EDUCATIONAL GUARANTEES

WHAT SHOULD BE COVERED BY THE GUARANTEE?

Guarantees should ensure that community college transfer students can transfer all of their credits selected with guidance from the community college or be eligible to receive a refund or other appropriate compensation from the community college.

Guarantees should ensure that graduates of community college technical programs obtain the skills the program is designed to teach or be eligible to receive appropriate retraining/services.

Guarantees should ensure that programs provide appropriate skills.

Guarantees should provide an assurance to graduates that they are prepared to pass licensure exams or be eligible to receive appropriate retraining/services if they are unable to do so within a reasonable number of attempts.

WHO SHOULD BE COVERED BY THE GUARANTEE?

Guarantees should cover all occupational program graduates and all students completing transfer courses at the community college.

HOW SHOULD STUDENTS BE COMPENSATED?

Guarantees of transfer courses should refund students' tuition and fees or credit their financial aid for courses that do not transfer and that were selected with assistance of the community college.

Guarantees of occupational programs should enable the student to re-enroll in up to 12 credit hours of instruction.

HOW CAN GUARANTEES BE CALLED?

Guarantees should clearly delineate how the guarantee may be called and the steps the community college will follow to honor the guarantee.

Transfer course guarantees should refund student's tuition within 60 days, if transfer problems cannot be rectified.

Employers and graduates should be able to call occupational program guarantees jointly within two years of graduation when the employee has not obtained skills specifically guaranteed in the program, enabling the graduate to re-enroll in appropriate courses at no charge.

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